

XVIII GLOBAL CHILD NUTRITION FORUM YEREVAN 2016 EXECUTIVE SUMMARY



 global child nutrition
F O U N D A T I O N



Centre of Excellence
against Hunger

Dear 2016 Global Child Nutrition Forum Attendees and Supporters,

On behalf of the Global Child Nutrition Foundation (GCNF) and the World Food Programme (WFP) Centre of Excellence against Hunger, thank you for joining us at the 18th Annual Global Child Nutrition Forum from September 5 to September 9 in Yerevan, Republic of Armenia. We were honored to be able to hold the first Forum to be hosted in Central Asia in Yerevan, and we are grateful to our organizing partners the Government of the Republic of Armenia (especially the President's Office and the Ministry of Education), the Social and Industrial Foodservice Institute, and the WFP Armenia Country Office, for their enthusiasm and support throughout.

Our work at the Forum and beyond depends on strong partnerships with individuals, governments, and organizations around the world; the Forum brings together this global network each year, and renews our dedication to ensuring nutritious meals for school children everywhere. We were happy to see familiar faces in Armenia, making it possible to continue conversations and relationships that began at previous Forums. First-time attendees brought welcome new voices and perspectives to the table, greatly expanding the global network of school meal supporters.

“We are a global community, one working together to care for our children.”

—Gene White, President of the Board of Directors, Global Child Nutrition Foundation

Regional networks play an invaluable role in facilitating the exchange of information, strategies and lessons learned. The still-active Latin America School Feeding Network, La-RAE (established in 2003/4 with support from the Government of Chile, WFP, and GCNF) grew out of discussions begun in previous years' Forums. After earlier efforts foundered, the current African School Feeding Network evolved and was strengthened over several years of Forum attendance, and with the help of the Centre of Excellence and WFP Regional Bureaus. The South Asian School Feeding Network, born from conversations at the 2015 Forum and assisted by the WFP Regional Bureau for Asia, launched shortly before the opening of this year's Forum sessions. The Forum is a supportive space to continue the dialogue on how to create and advance these networks and their goals.

Global advocacy efforts of participants in previous Forums helped to shape the Millennium Development Goals (MDGs) over a decade ago, and more recently, the Sustainable Development Goals (SDGs) that took the place of the MDGs. The Communiqués written by Forum participants serve as annual guides and talking points for participants and their partners to advocate on behalf of home-grown school meal programs, and related matters. The Forum provides us with the unique opportunity to measure progress and stay energized and focused on our shared goals.

During the Forum, we issued two challenges to participants. The first, to reach out to someone with whom they've never met, shake hands, introduce themselves and have a conversation. The second, to share with each other the many pleasures of helping children. The Forum is designed to help school meal program stakeholders make connections around the world to support healthy, nourished children, thriving families and communities, and strong economies. We are fortunate to be able to come together and talk about the future for our children.

Best regards,



Gene White

Gene White,
President of the Board
of Directors, Global
Child Nutrition Foundation



Daniel Balaban

Daniel Balaban,
Director, WFP Centre of
Excellence against Hunger

ABOUT GCNF:

Global Child
Nutrition
Foundation



(GCNF) connects a global network of practitioners, governments, nonprofits, and companies working together to develop and support locally-sourced school meal programs around the world.

ABOUT WFP CENTRE OF EXCELLENCE:

World Food
Programme
Centre of



Centre of Excellence
against Hunger

Excellence is a knowledge hub based in Brazil that promotes south-south cooperation in capacity development in the areas of school feeding, nutrition, and food security. It brings together southern nations who want to learn and develop their own programs.

Dear Colleagues,

It was a great honor for us to be the first country in Eurasia to host the Global Child Nutrition Forum, as well as to cooperate with our partners from Global Child Nutrition Foundation and WFP Centre of Excellence against Hunger.

Children are our greatest value and ensuring their safe and decent childhood is our priority. Therefore, it is hard to overestimate the importance of the work you do to fight child hunger worldwide.

In Armenia, you had an opportunity to learn about our experience of organizing school feeding, as well as to see how the process works in our schools. We hope that our humble contribution and experience in this sphere was useful for participating delegations and organizations.

Armenia greatly benefited from the participation in the Forum, as it enabled us to evaluate the path we have passed during the years of independence and to outline our future priorities.

For the Government of the Republic of Armenia the school feeding programme is considered one of the priorities. To ensure the continuation and efficiency of the programme, the Government constantly comes up with initiatives aimed to improve the legislative framework.

The Ministry of Education and Science has already established the “Sustainable School Feeding” Foundation, which will ensure a smooth transition of the programme from UN World Food Programme to the Government of the Republic of Armenia.

We believe that the Foundation will provide an opportunity to engage other governments, organizations and individuals dealing with child nutrition issues. It is also expected to involve the potential of business circles and the Armenian Diaspora. With the help of the Foundation we hope to increase the efficiency of procurement, activate local production and rural economies by including their products in school feeding. The Foundation will enhance the qualification and skills of personnel involved in the organization of school feeding process, improve school conditions and their technical equipment.

As mentioned, we were honored to host 18th Global Child Nutrition Forum in Armenia, gain new friends and make ties with participating delegations and professionals. We hope that through the newly designed Foundation, we will have a chance for further cooperation with organizations and individuals involved in the sphere of school feeding. For us, as the Ministry of Education and Science, it is also essential to establish interstate relations in the field of education overall. We are already planning to organize study tours and experience exchange programmes with delegations and organizations participating in the Forum.

We were happy to have you with us in Armenia and hope that our mission will become a stimulus to slightly improve the lives of children worldwide.

“School meal programs have the potential to be a social safety net, and prove to be addressing the issues of food security, education, and poverty, while empowering women in the process.”

—Pascale Micheau, Country Director,
WFP Armenia



Levon Mkrtchyan,
Minister of Education and
Science of the Republic of Armenia

Ertharin Cousin Keynote:

During her keynote address, World Food Programme Executive Director, Ertharin Cousin, set the stage for the week's activities by asking Forum participants to consider the principal barriers to educational opportunity that stand in the way of the world's poorest children: hunger, social disenfranchisement, gender discrimination, conflict, poverty and more. These issues represent hugely complex structural challenges which require a coordinated policy response. In each case, Cousin said, school meal programs constitute a central component of the solution.

Throughout her remarks, Cousin stated that children require sufficient nutrition to think, to learn, and to grow intellectually. School meals also boost student performance and confidence, and are a vital component of education, especially for the world's poorest children.

"A future free from hunger: that's what we are committed to," Cousin said. "It's about every child. Wherever they are. That's the commitment that the World Food Programme

makes. If you are a middle income country who is dedicated to implementing school meal programs, we are there, just as we are there for the least developed countries. Because that is the only way: In developed countries, we have school meal programs so that no child is left behind. And if it can be done there, we can do it everywhere."

When school meal programs are integrated into national education programs, the potential exists to unleash benefits for the entire nation. The World Food Programme is committed to partnering with government agencies and other organizations to design comprehensive school meal programs that serve community needs and respect the countries they serve. WFP helps create sustainable national school meal programs in several ways: from starting a program, to supporting a program, and ultimately handing the program off to the government to be integrated into the national education and social protection system. In this way, school meal programs can be used as launching



pads for building capacity and for investing in young people around the world.

"We will support the world's most vulnerable children, not just feeding them for a day, but fulfilling and supporting their ambitions for life," Cousin said. "Starting here today, let us ensure that as we grow and change, we provide opportunities to not just the 45 countries represented in this room today, but for all the countries, providing opportunities for peace and growth."

Dr. Martial de-Paul Ikounga Keynote:

During his keynote remarks, Dr. Martial de-Paul Ikounga, African Union Commissioner for Human Resources, Science and Technology, stated that school feeding is an investment in the future of Africa. In 2016, the African Union demonstrated its commitment to school meal programs as a critical pathway for improving the lives of children and farmers by approving and promoting the Home-Grown School Feeding Initiative and establishing the Africa Day for School Feeding.

"It was not adopted by just one leader, but by all countries in the African continent," Commissioner Ikounga said. "It was made to pri-

"By all the things I have done, I have simply lived up to my obligations and responsibilities: I have returned to the community all that I once received by supporting the framework of a School Meal Program in my country."

oritize school feeding based on the fact that those who are hungry can't be attentive, and those who cannot be attentive cannot hear what is being taught in class."

Awareness of the impact hunger is having on the achievement of education goals on the continent led the African Union to declare the Africa Day for School Feeding to promote home-grown school feeding projects across Africa. Home-grown school feeding programs affect not just the school, but the whole community. Parents with steady income are able to help their children enroll and stay in school. It is especially powerful when the income is generated by means of feeding other children. African countries can encourage farmers to produce crops that can be integrated into existing school meal programs, allowing them to feed their own children. Home-grown school feeding programs help develop local production, improve the economy of the state, and serve as an investment opportunity for countries.

Underscoring the long-term impact of school meal programs, Commissioner Ikounga spoke to Forum participants about his personal connection to school meals.



"When I was a child, in the school I attended on Monday, Wednesday and Friday, we got a glass of milk and the students who stayed at school received a meal after lessons. That was a great opportunity for all of us. That really brought the children to the school," the Commissioner explained. "Then I became a minister in my government and the most important decisions I made were related to providing support for school feeding programs so that children were able to enjoy the proper educational environment."

EXECUTIVE SUMMARY

Thank you to GCNF's Donors and Forum Partners:

2016 FORUM ORGANIZERS:



Centre of Excellence
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The Government of the Republic of Armenia

WITH CRITICAL SUPPORT FROM:



WFP Armenia Country Office

GCNF DONORS:



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Public Opinion Strategies
U.S. Chamber of Commerce

Forum Overview:

The 18th Annual Global Child Nutrition Forum, organized by the Global Child Nutrition Foundation and World Food Programme Centre of Excellence against Hunger in partnership with the Government of the Republic of Armenia, brought representatives from 45 countries together in Yerevan, Armenia under the theme “Building Powerful and Durable National School Meal Programmes.”

This five-day event gathered over 240 school meal supporters to meet and discuss ways to improve school meal programs. The Forum highlighted opportunities to build the investment case and political support needed to ensure that programs thrive over time. As the largest school feeding meeting in the world, the Forum provides a space for school practitioners, governments, businesses, and nonprofit organizations to find new ways of learning from, understanding, and working with each other to build sustainable, durable national school meal programs.

Beyond improving child nutrition and thus physical and cognitive development, school meals can be a strategic means to foster other important social and economic impacts. School meals effectively draw hungry children to school and improve class attendance and overall educational achievement. When connected to smallholder farmers, school meal programs can expand new, potentially sustainable markets while strengthening the agricultural food systems that allow students to consume locally-sourced, familiar, diverse, and—most importantly—nutritious, food.

QUICK STATS:

247

Number of Attendees

45

Number of Countries Represented

13

Number of
NGOs

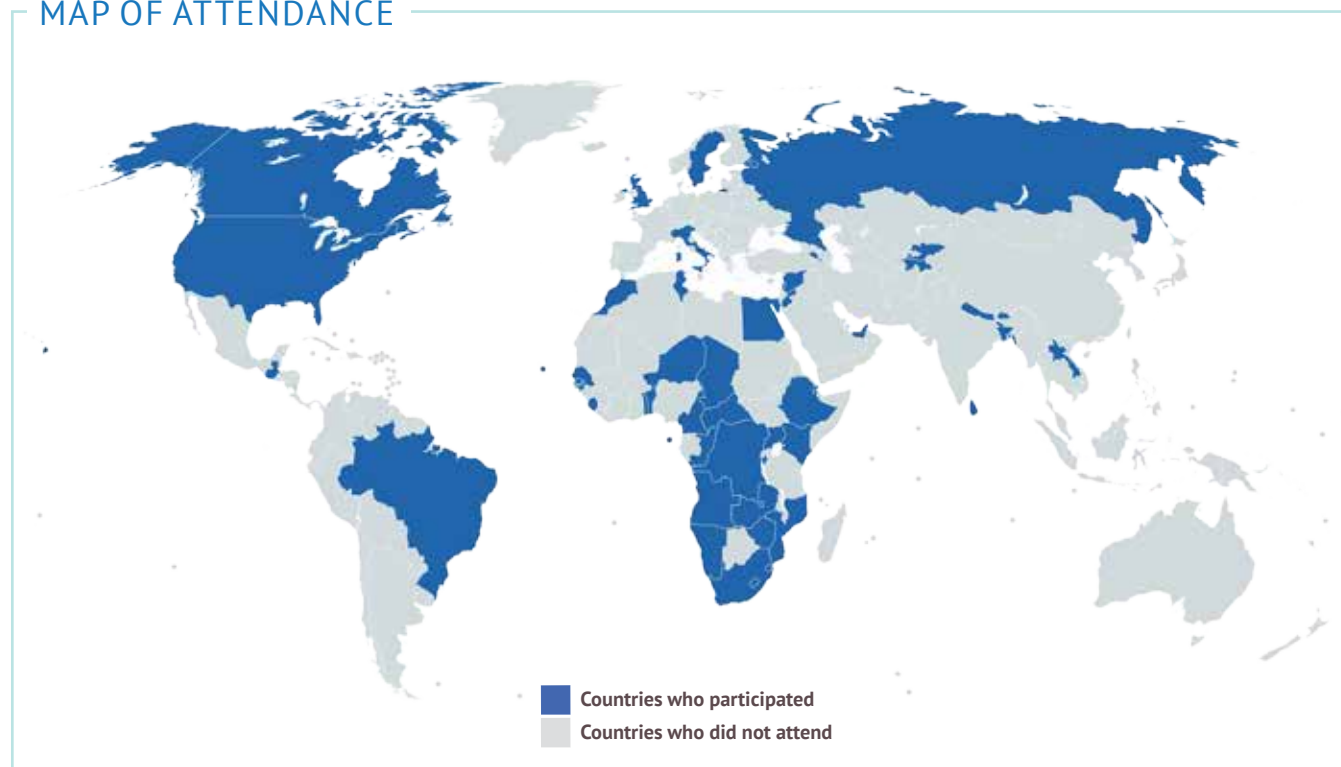
11

Number of
Government Ministers

7

Number of
Corporations Involved

MAP OF ATTENDANCE



Armenian School Meal Programs:

COUNTRY BACKGROUND:

Armenia is a food-deficit country, highly vulnerable to external shocks. Border closures with neighbouring Turkey and Azerbaijan since Armenia's independence in 1991 have constrained economic development of the landlocked state (WFP USA). According to the latest National Statistical Service of the Republic of Armenia data, the poverty rate constituted 30 percent of the population in 2014, a two percent point drop (ICLS 2014). Armenia's Human Development Index is 0.733, placing it 85th in the world ranking (UNDP 2014). The per capita income, which was approximately \$2915.60 USD in 2009 increased to \$3489.1 USD in 2015.

According to recent findings from "The Comprehensive Food Security, Vulnerability and Nutrition Analysis" an average of 15% of households in Armenia have remained food insecure since 2010 and a significant proportion are at risk of becoming food insecure. Lack of consistent and reliable sources of meals add a significant burden to a household's ability to send children to school. Food insecure households have fewer educated members and allocate less of their overall income to education expenses.

BRIEF HISTORY OF SCHOOL MEALS IN ARMENIA:

During the Soviet era, Armenia, along with all former Soviet republics, provided a universal, free-of-charge, daily school meal for primary school students. Under this program, students received free milk and bread while attending class. After the fall of the Soviet Union, facing severe financial and political crisis, Armenia was forced to halt the school meal program for several years.

WFP IN ARMENIA 2002-2008:

The World Food Programme began its support of school meals in Armenia in 2002. From 2002 to 2008, WFP implemented school meal projects as part of a larger WFP operation aimed at improving the food security of vulnerable populations in four regions—Gegharkunik, Lori, Tavush, and Shirak. The project, including its school feeding component, lacked a clearly formulated strategy to ensure provision of capacity building and development of national and community ownership, allowing the project to be maintained and sustained into the future (Everything You Wanted to Know about School Feeding in Armenia). Lack of donor support left WFP to re-evaluate the program and eventually consider withdrawing from the country.

In 2008, the global financial crisis hit Armenia, having a severe impact on the financial situation of the country. Much of the socio-economic progress made after the country's independence was lost in a few short years. Throughout the country, many families faced a lack of food and financing, yet social safety net programs were limited. After monitoring the effect of the crisis, WFP reconsidered its plan to withdraw from the country. Working closely with the Government of Armenia, WFP was able to create a nationally-owned school meal program that would eventually become fully embedded within the national government's policies and budgets.

HIGHLIGHTS OF PROGRESS:

- Expanded geographical coverage
- Implementation modalities
- Partnerships
- Monitoring and evaluation
- Kitchen equipment and infrastructure
- Nutrition and menu composition
- Project transfer to the government

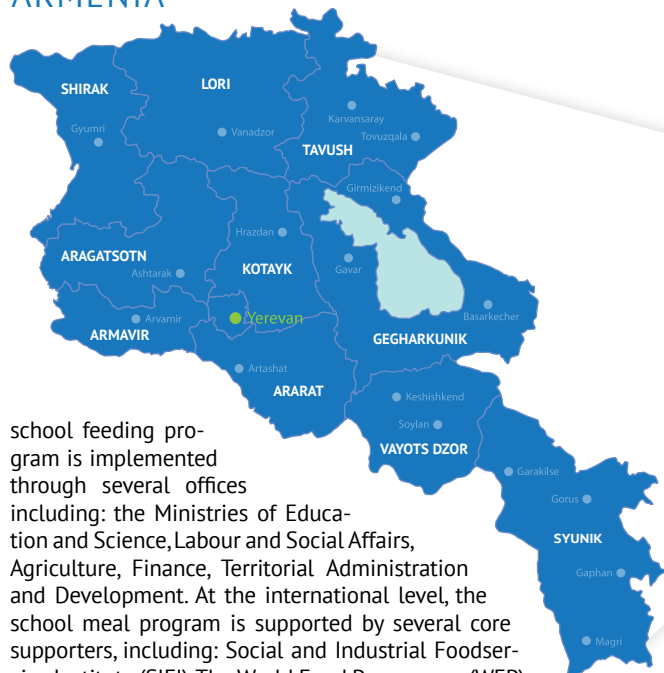
ESTABLISHMENT OF CURRENT PROGRAM IN 2010:

In 2010, in partnership with WFP and with financial support from the Russian Federation, the Government of Armenia was able to initiate "The Development of Sustainable School Feeding in Armenia". The project has two main objectives: to support the food security and education of children through school meals, and to support the Government of Armenia in developing and implementing a sustainable, cost-effective, and nutrition-sensitive national school meal program.

As part of their agreement, the Armenian government committed to building a sustainable nationally-owned program, a condition of WFP and the Russian Federation, to guarantee the school meal program would be able to continue without WFP assistance. The project supports the Government of Armenia in scaling up this social safety net in a time of governmental budgetary constraints and serious food insecurity in vulnerable households. The program benefits in many ways from the increased sense of ownership, at a local and national level, and acknowledgement of school meal programs as a critical social safety net.

Collaboration between a core group of supporters, each with a different competency, working in unison, is a key feature of sustainable school meal programs. At the local level, as with most programs, school meals in Armenia rely on multiple government offices working together. The

ARMENIA



school feeding program is implemented through several offices including: the Ministries of Education and Science, Labour and Social Affairs, Agriculture, Finance, Territorial Administration and Development. At the international level, the school meal program is supported by several core supporters, including: Social and Industrial Foodservice Institute (SIFI), The World Food Programme (WFP), the UN Food and Agriculture Organization (FAO), and the Russian Federation. SIFI provides technical assistance through formal training for workers and improved kitchen infrastructure and equipment in multiple school kitchens. WFP provides support by supplying resources and monitoring and evaluating the development of the program. FAO supports Armenia's nutrition education programs and school gardens. The Russian Federation offers financial support. The Government of Armenia is responsible for the funding and fiscal protection of programs for vulnerable populations.

Increased capacity and financial resources have allowed the Government of Armenia to begin the transition from reliance on food aid provision to developing a self-sufficient school feeding system. The Armenian government is now in control of the project in 3 out of 10 regions, providing daily nutritious school meals to 27% of Armenian primary school students. Since September 2015, the school meal program has provided hot meals to a total of over 81,500 primary school children. The national school meal program currently feeds about 22,000 of those children; WFP provides for the remaining 60,000. In addition, about 1,700 kitchen helpers involved in daily preparation of school meals receive take-home rations as payment for their services.

Household trust of the school meal programs has increased, with parents frequently visiting the schools. Parents and school staff are encouraged to share their knowledge of food preparation; parents volunteer in the distribution of meals, and work in school gardens. Students benefit in multiple ways from these activities that strengthen relationships between families and schools, bringing the home and school aspects of children's lives together in positive ways.

The country's 12-year education plan calls for building a sustainable school meal program and the Government of Armenia hopes to take control of the entire program by 2025—allowing schools to play an important role in the improvement of health and education of Armenia's children. The intended nationalization of the project will help the Government of Armenia to ensure more children exercise their rights to nutrition, health and education.



EXECUTIVE SUMMARY

School Visits:

Forum participants were invited to engage with the changes underway in Armenia through field visits to schools. At each of the primary schools, school directors shared their experiences and the children prepared a cultural presentation. The interactive visits demonstrated how school infrastructure is changing to improve the lives of Armenian children and their families. Participants chose one of the three following themes to explore as they visited schools:

- Interactive games with children on healthy eating and hygiene—demonstration of the importance of effective tools for children's education regarding the principles of healthy lifestyle, eating habits and hygiene
- Planting of Fruit Trees—demonstration of the importance of school gardens, the main objectives, possible results, and how they can contribute to the sustainability of school feeding
- Armenian bread-making master class—Demonstration by school cooks, describing the main principles and secrets of baking Armenian national bread



SCHOOL NO. 1 OF VEDI TOWN	Students: 626	Student eating school meals: 306	% of parents contributing cash: 65%
HOVHANNES TUMANYAN SCHOOL OF ARTASHAT NO. 2	Students: 560	Student eating school meals: 270	% of parents contributing cash: 80%
SCHOOL OF ARALEZ VILLAGE, ARARAT REGION	Students: 274	Student eating school meals: 147	% of parents contributing cash: 60%
SISAVAN VILLAGE SCHOOL, ARARAT REGION	Students: 300	Student eating school meals: 145	% of parents contributing cash: 70%
SCHOOL NO. 2 OF VEDI TOWN	Students: 675	Student eating school meals: 355	% of parents contributing cash: 93%
ARTASHAT TOWN SCHOOL NO. 1, ARARAT REGION	Students: 811	Student eating school meals: 442	% of parents contributing cash: 70%

Stakeholder Mapping:

In a session with the GCNF Executive Director, Arlene Mitchell, Forum participants examined how to identify and engage program stakeholders. Stakeholder mapping helps school meal supporters examine current and potential stakeholders and identify the value they provide in building durable school meal programs. After identifying their existing relationships, session participants outlined the various individuals and organizations that could potentially be involved in their programs and identified whether they're supportive or skeptical of school



meal programs, where they are located, and how school meal advocates might gain their support as stakeholders. Participants were encouraged to think broadly about potential stakeholders at several levels of engagement as outlined below: Students & Schools, Households & Farmers, Local & Regional Communities, National & Continental Organizations, and Global partners. Each level plays an important role in building and maintaining durable school meal programs. It is important to note that at the center of every school meal program map are schools and their students. Their needs and potential are central to school meal programs and must drive key decisions and actions.



Arlene Mitchell, Executive Director,
Global Child Nutrition Foundation

ALSO SEE STAKEHOLDER MAPPING SHEET, APPENDIX III, PAGE 25



Workshops:

Following the opening session on Stakeholder Mapping, participants were invited to attend several workshops designed to help them examine how to build or support durable school meal programs in their unique contexts. Through presentations, group discussions, and interactive exercises, these sessions covered Advocacy, Supply-Chain Partnerships, and Program Costing Tools. The sessions introduced some tools and examples, but primarily were designed to encourage the school meal program stakeholders to come together and, drawing on their own experiences, to learn from and teach one another.

SCHOOL MEAL ADVOCACY: STRATEGIES FOR GAINING THE SUPPORT OF YOUR GOVERNMENT AND YOUR COMMUNITY

With the help of GCNF Senior Advisor, Alice Martin-Daihirou, and GCNF Communications Consultant, Siobhan Canty, Forum participants explored how to advocate effectively for sustainable school meal programs. This workshop emphasized the need to raise awareness of the many benefits of school meal programs to a broad range of stakeholders. Advocacy can involve anyone in the community: local government, national government, and international organizations, and it must be flexible, to adapt to the audience and context for which it's intended.

After identifying four specific audiences (National Government Officials, Local Government Officials, Parents/Community Members/School Committees, and Local Farmers) participants considered the following questions and in small groups, discussed how to best advocate for school meal programs to each audience.

- What is advocacy?
- Why should this audience care about school feeding programs?
- What benefit(s) would this audience get from having a school meal program?
- What would it look like if you had the ideal engagement of this audience?
- Is your School Meal Program (SMP) operating in a way that the value for this audience can be delivered? If not, what changes would you need to make?
- Is your SMP communicating with this audience about the value they can gain through your SMP? If so, what is working? What is not working? If you are not yet communicating to them, what do you need to do to start?
- For Government-focused breakouts: What government policies do you suggest to influence SMPs? What are the ones you need to adopt or change in your country?

COSTING TOOL FOR SCHOOL MEAL PROGRAMS—PARTNERING FOR BETTER KNOWLEDGE

WFP Armenia Programme Officer, Luca Molinas, and WFP Centre of Excellence against Hunger team members, João Cavalcante, Policy and Programme Officer, and Vinicius Limongi, Project Admin Assistant, presented some of the current tools available for assessing the costs of running a school meal program and the estimated return on investment. The World Food Programme's recently developed "Cost Benefit Analysis of School Feeding" tool is intended to be used largely for advocacy, to assist in the function of fundraising and fostering partnerships around resources for school feeding, rather than in a formal budgeting process. The "National Cost Assessment" tool provides an overview of costs, including the main drivers of cost and what can be achieved at the overall costing level to improve the quality and effectiveness of school meal programs. Through discussion of practical applications of the tools and the adaptations and uses by governments, participants learned how to integrate these resources into their existing advocacy efforts. WFP continues to develop these tools and WFP staff are available to support countries as they use the tools to assess and support national school meal programs. **Please see Costing Tool Worksheet, Appendix IV, page 26.**

SUPPLY CHAIN PARTNERSHIPS: MAKING PUBLIC-PRIVATE PARTNERSHIPS WORK FOR NUTRITIOUS, LOCALLY-SOURCED SCHOOL MEAL PROGRAMS

In this session, led by GCNF Program & Operations Officer, Will McMahan, and Catholic Relief Services Food for Education Program Director, Daniel Mumuni, participants learned how successful public-private partnerships all along the supply chain further the goals of nationally owned and operated Home Grown School Meal programs. Using the individual-specific stakeholders identified during the Mapping Session, participants were encouraged to think about the ways in which they can better engage with private sector stakeholders. Participants explored several models (**see Supply Chain Partnerships Worksheet 2, Appendix V, page 27**) of Public-Private Partnerships and identified ways in which they could adjust these models to fit their program needs.

These Guidelines for Success in Building Public-Private Partnerships in school meal programs were presented and discussed:

1. A clear policy framework is in place with guidelines for school meal program implementation
2. Procurement rules and relationship management responsibilities are clear for both the public and private sector stakeholders
3. Industry is encouraged to enter into MoUs (usually more acceptable to corporate legal) that clearly stipulate: timelines, roles, responsibilities, cash, and in-kind contributions and the management thereof
4. Investments are complementary i.e. addressing gaps such as infrastructure, adding in a snack or liquid product to an existing meal, delivering a complimentary meal such as breakfast, a holiday meal service, or food parcels to take home
5. Funding timelines are clear—i.e. how long an industry partner commits to a cash and (or) in-kind assistance
6. Commitment periods are long enough to be able to genuinely measure the nutrition, health, or other intended outcomes of supported interventions
7. Bolster the verification and credibility of the reported results by having an independent monitoring & evaluation partner
8. Schools are not an afterthought—school readiness assessments (i.e. the state of infrastructure, the quality of current meals prepared, the level of commitment and engagement of the school administrators, access and security, and the selection of volunteers) are critical to the success of any supported school meal program



Resources:

HGSM RESOURCE FRAMEWORK

Designing and implementing a Home-Grown School Meal program (HGSM) is a complex task. As more national governments initiate and scale up investments in HGSM programs, global partners are responding to the need to provide experienced-based best practices and tools for the delivery of effective, efficient and high-quality programs. The World Food Programme, World Food Programme Centre of Excellence against Hunger, the Food and Agriculture Organization of the United Nations, the Global Child Nutrition Foundation, and the Partnership for Child Development joined forces to create a Resource Framework for the design and implementation of government-led HGSM programs. The Resource Framework harmonizes the existing knowledge, tools, and expertise of the partners. Forum participants were invited to attend a workshop exploring the resource package.

NEW RESOURCES

Study on School Feeding in Africa

Presented by Nard Huijbregts, Social Policy Advisor, Economic Policy Research Institute

In light of the expansion of school feeding across the continent, the African Union and the WFP Centre of Excellence against Hunger have conducted a study on school feeding programs in Africa, with three main components:

- The study looks at what works, when, and how. The study notes that understanding the context, landscape, sectoral evidence, and the link between them, is key to understanding what drives impact
- The second component looks at how school feeding contributes to African development through a range of types of evidence. Through a conceptual framework, the study will link school feeding to national, continental, and global development agendas.
- The third and final component will synthesize findings from components one and two to create a series of context-specific policy recommendations for each country in the African Union.

Studies Conducted by CoE on Brazil

Presented by Isadora Ferreira, Communications Officer, WFP Centre of Excellence against Hunger

In 2016, the World Food Programme Centre of Excellence against Hunger launched a series of 3 studies examining food procurement in Brazil, the results of which were first shared at the Forum. All three studies were conducted by the Centre of Excellence in partnership with the Bill & Melinda Gates Foundation.

- The first study focused on the history of food procurement & related food procurement policies in Brazil. It links the different strategies adopted by the government of Brazil to deal with frequent food crises and to fight hunger
- The second study examined the two main programs to procure food from smallholder farmers in Brazil, the National School Feeding Program (PNAE) and Food Acquisition Program (PAA). The study discussed the various processes involved in public food procurement.
- The third study described the scale of food procurement in Brazil. The study compared the amount of food procured from smallholder farmers to the total amount of food procured in Brazil and recommends how to increase this amount, empowering the role of smallholder farmers in school meal programs.

The Global School Feeding Sourcebook

Presented by Dr. Lesley Drake, Executive Director, Partnership for Child Development (PCD) at Imperial College London

The recently published study, conducted by World Bank in partnership with WFP, combines 5 years of work in 14 countries. The study intends to document and analyze what is currently happening in national school meal programs—what's working, what's not, what needs to be adjusted, etc. The report provides an overview of the results of each country, including basic data points and explanations of various approaches (e.g. centralized vs. decentralized programs). The study concludes that policy and program design must be context-specific and evidence based in order to yield a durable nationally-owned school meal program. These results and synopses are available online at www.hgsf-global.org

In addition to these new resources, Mr. Abdoulaye Touré, Chief of School Feeding at the Ministry of National Education in Senegal, and Mr. Karma Yeshey, Director General of the Department of School Education at the Ministry of Education in Bhutan, reported about progress made in Africa and South Asia, respectively, in developing regional networks- please see Networking & Partnership Building for more details.

“Gathering evidence, having frameworks, and utilizing existing tools are key to mainstreaming and sustaining programs.”

—Dr. Lesley Drake, Executive Director, Partnership for Child Development (PCD), Imperial College London

Plenary Panel:

ELEMENTS OF STRONG, DURABLE PROGRAMS—EXPERTS MAKE THE CASE

What makes school feeding programs durable and strong? During the plenary panel, “Elements of Strong, Durable Programs—Experts Make the Case”, Andy Chi Tembon, Senior Health Specialist at the World Bank, and Mada AlSuwaidi, Senior Program Officer at Dubai Cares, examined the issue.

Mr. Tembon reported that the World Bank, in partnership with the World Food Programme, examined the evidence base for school feeding programs. Based on their findings, they published “Rethinking School Feeding” which aims to provide stakeholders with a better understanding of the costs and benefits of implementing such programs. From this study, Mr. Tembon identified several key factors in creating strong, durable national school meal programs:

- **Framework within National Policies**—the transition to sustainable national programs depends on mainstreaming school feeding projects into national policies and plans, especially education sector plans. (Rethinking School Feeding Exec. Summary) If the program is going to be sustainable, it must be within the framework of national policies.
- **Stable Funding**—The ability to have stable funding, whether it comes from NGOs, the national government, or elsewhere, ensures the program will be well suited for long-term viability. Mr. Tembon emphasized the importance of viewing HGSM programs as an investment in human capacity and not just a cost.
- **Strong Partnerships**—School feeding is a complex intervention, requiring strong program partners at the local and national levels and with the private sector, including banks and NGOs.

“Home-Grown School Feeding is not just about school meals. This is something, which as a whole, is an investment in human capacity.”



—Andy Chi Tembon,
Senior Health Specialist,
World Bank

Working under the umbrella of education, Dubai Cares works to improve school health and nutrition using evidence-based programming. Dubai Cares operates in 41 different countries, with more than 50 partners worldwide, to support transition and implementation of sustainable models around the world. Mada AlSuwaidi, Senior Programme Officer, explained the main objective of school feeding programs is to provide direct access to education, with secondary objectives varying from country to country. Before investing in Home-Grown School Feeding projects, Dubai Cares strives to understand the country specific contexts and goals behind such a program. Ms. AlSuwaidi provided the following recommendations to consider when building a durable school meal program:

- **Gather Evidence**—evidence of the effects of Home-Grown School Feeding is vitally important for stakeholders to advocate the case for building durable school meal programs. Without evidence, there is no advocacy. For example, Dubai Cares’ first project was started in Palestine to provide relief for emergency and short-term hunger. After seeing evidence of the positive long-term impacts from the project, the government expressed interest in developing a sustainable home-grown school feeding program.
- **Nutrition-Sensitive Programming**—programs should be built to address school specific nutritional needs. In Ghana, Dubai Cares worked to improve child nutrition in the existing school meal program by focusing on meal planning and finding ways to add nutritional value to meals.
- **Capacity of Government**—coordination between health and education sectors of the government should be strengthened where possible. Dubai Cares recommends creating a task force of stakeholders from across government sectors that can be used to advocate for strong health and nutrition provisions in the national government policies.

“School Feeding is impactful, sustainable, and scalable. And ultimately, education breaks poverty.”



—Mada AlSuwaidi,
Senior Program Officer,
Dubai Cares

Networking & Partnership Building

The Forum provided an excellent venue for delegates hailing from different global regions to come together to discuss progress in their respective regions and the formation of new networks. This year, there were updates from the still-new African Network for School Feeding and a report on the formation of a new network in South Asia. The Forum also provided the structured format of Technical Consultation Booths for technical services providers to connect directly with country delegations.

UPDATE FROM THE AFRICAN NETWORK

The African Network was first discussed during a side meeting at the 2014 Global Child Nutrition Forum in South Africa. The Honorable Ali Mariama Elh Ibrahim, Minister of Education of Niger, convened a session to discuss creating a francophone or West African network of countries that could share their experiences with school feeding. In 2015 the West African countries met in Senegal and the idea of a sub-regional network evolved into an Africa-wide school feeding network. At the 2015 Global Child Nutrition Forum in Cabo Verde, Mr. Abdoulaye Touré, Chief of School Feeding at the Ministry of National Education in Senegal, gauged the level of interest of African countries represented at the Forum. While the response was positive, there were some questions as to how the network would be financed and structured. There were several exciting updates shared at the 2016 Global Child Nutrition Forum in Yerevan:

- On March 1, 2016 the first ever African Day for School Feeding was launched in Niamey, Niger along with an announcement that the African Union (AU), the WFP Centre of Excellence against Hunger and GCNF would collaborate to assist the AU to implement the African Union Home-Grown School Feeding Initiative.
- This led to a meeting in early June 2016 in Addis Ababa, Ethiopia where AU member countries, the WFP Centre of Excellence against Hunger, the WFP liaison to the AU, the WFP Regional Bureaus in Africa, and GCNF met to discuss how to plan and implement the continent wide initiative.

At the Forum in Yerevan, Mr. Touré reported on the progress made by the African Network in 2016 and presented a platform under development that would enable the network to communicate in real time, with the goal of improving and increasing intergovernmental cooperation. The new networking platform will improve coordination around school meal program efforts over large geographical areas in Africa, help gather empirical research and evidence of school meal programs impact, and facilitate the exchanging of ideas across borders.

REPORT FROM THE FIRST SOUTH ASIA REGIONAL SCHOOL FEEDING MEETING

Mr. Karma Yeshey of Bhutan made a report to the plenary session of the Forum regarding the convening of South Asian countries to discuss school feeding and to ascertain their interest in forming a network.

South Asia is home to 22% of the world's population, 44% of the world's poor and 40% of the world's stunted children. Countries in the region include Afghanistan, Pakistan, India, Sri Lanka, Nepal, Bangladesh, and Bhutan. Delegates from these 7 countries met in Paro, Bhutan from 16 to 18 August 2016 for their first South Asia Regional School Feeding Meeting. The meeting opened with an inspiring address from the Prime Minister of Bhutan, His Excellency Tshering Tobgay: "It is our responsibility as adults to take care of every child that is born. What is in our hands is how this child progresses, what becomes of this child. And that begins with nutrition."

At the meeting each country shared its program, highlighting its main strengths and challenges. There were also a series of technical discussions as countries shared their expertise on different topics related to school feeding including planning, institutionalization, integration, development of policy, and the involvement of local communities. A highlight for participants was a visit to the local Bhutanese schools to directly observe the implementation of the program. Participants had lunch with the children to hear directly about their experience of the program.

Inspired by the sharing of experiences, the participants took the initiative to write a joint outcome statement. The statement proposed the formation of a regional network for regular knowledge sharing on school feeding among South Asian countries and suggested the establishment of a Ministerial level dialogue on school feeding, linked to the existing Regional Cooperation framework in South Asia (SAARC). The participants hope to gather their respective Ministers soon to validate the outcomes of the conference and to take actionable steps to create a sustainable network. (Text adapted from the video shown at the Forum, edited by Thiago Xavier of WFP).

MARKET PLACE

The Forum Market Place provided participating businesses and organizations an opportunity to showcase how their activities, services, and products contribute to the fight against child hunger, improve child access to primary education, and increase the promotions of small-scale farmer agricultural production. The following organizations shared their work in the Forum Market Place:



TECHNICAL CONSULTATION BOOTHS

Technical Consultation Booths (TCBs) at the 2016 Forum were an opportunity for country representatives to connect directly with funding organizations and technical assistance partners to explore how they could collaborate successfully. The TCBs themselves were tables staffed by one or more members of a school feeding funder or technical assistance partner. Each organization hosting a TCB made a brief presentation to a plenary session of the Forum; participants also received information about TCB organizations in a handout. After the organizations' brief introductory presentations, country teams prioritized which TCBs they wished to visit. There was then a period of several hours where country teams visited and met with various TCBs. TCBs represented at the 2016 Forum included:

- Breakfast Club of Canada
- The Technical Working Group for the Comprehensive Framework for Home-Grown School Meals
- Edesia
- Food and Agriculture Organization of the United Nations (FAO)
- Global Child Nutrition Foundation
- Government of Brazil
- Hampton Creek
- Iowa State University
- Mary's Meals
- Nascent Solutions
- Social and Industrial Food service Institute (SIFI)
- Tetra Laval
- United States Department of Agriculture and the McGovern-Dole Food for Education team
- WFP Centre of Excellence against Hunger
- WFP Regional Bureau in Cairo

COUNTRY TABLE DISCUSSIONS

Country teams wishing to present information regarding their countries' programs were asked to prepare a brief introduction, and to focus on what is innovative about the program and on what the key challenges are. Each presenting country was assigned a table, and participants could choose the country tables they were interested in. Both the presenting and visiting teams were asked to use one another as consulting partners; to learn from what is special and innovative; and to offer problem-solving options regarding the challenges.

The specific questions the presenting countries were asked to prepare are below, followed by highlights from presenting countries.

QUESTIONS:

1. Does your country have a school meal program?
2. How many school children does it cover? And how many school children in the country?
3. What kind of meal is served?
4. 3 current challenges in your program
5. 3 innovations in your program

Guatemala

Program? **Yes**

Number of children covered? **2,800,000**

Number of schoolchildren in the country? **3,500,000**

What is served? **Cooked meal prepared with a combination of foods of four different groups: protein-rich, cereals, vegetables and fruits.**

Challenges:

- Smallholders' farmer organizations (SFOs) have to meet with parent-teacher organizations (PTOs) receiving the bank transfers for the purchase of food in local markets and assess the needs;
- SFOs and PTOs have to agree on demand and supply quantities of fresh foods for SFOs to produce according to the demand;

- Logistics capacity for delivery of fresh foods to schools needs to be developed.

Innovations:

- Decentralization of the administrative processes;
- Strengthening of community participation by increasing the PTO's knowledge on the right foods for nutritious school meals;
- An increase in the allocation per child per day as of 2017 to cover the inclusion of fresh foods to improve the nutrient intakes in line with standard recommendations.



EXECUTIVE SUMMARY

Senegal

Program? **Yes**

Several operators:

- **914,000 children (before WFP reduction)**
- **WFP: 500,000 planned beneficiaries. Due to lack of resources, reduced to around 100,000 children**
- **Government: 302,000 beneficiaries**
- **Counterpart International NGO: 37,000 beneficiaries**
- **Municipality of Dakar: 75,000 beneficiaries**

Number of schoolchildren in the country? **1,929,030 school children (including 1,635,817 in public schools)**

What is served? **Rice, niebe (local pulses), vegetable oil, iodized salt, canned fish**

Challenges:

- Reinforce synergy between school feeding program and locale production through local purchase
- Develop/Extend pilot initiatives
- Funding activities

Innovations:

- The PAA ("Purchase for Africans from Africa") pilot, supported by

WFP, FAO and Brazil which improves the food security and incomes of 1,000 small vulnerable farming households.

- The PAA project supplies annually 181 school canteens (22,859 students) supported by WFP in the Kédougou region (the south-eastern part of Senegal) with 250 MT of locally local purchase cereals (rice).
- Pilot Community Farms project is being implemented, since 2012, in Kaolack and Louga regions, under the supervision of 26 school management committees. About 500 vulnerable households are cultivating cereals (maize) and vegetables in order to support the school feeding program, which benefits more than 6,000 school children and also provides income for farmers.
- The new modality of supplying school canteens through Cash Based Transfers was introduced in 2014 with a pilot in 269 schools, (50,000 beneficiaries). The voucher system allows the beneficiary schools to purchase from nearby retailers locally produced food (cereals, pulses, oil, fortified flour, iodized salt). This has been extended to nearly 400 elementary schools (80,000 children) and should gradually replace the traditional in kind food delivery mechanism.



Tajikistan

Program? **Yes, supported by WFP**

Number of schoolchildren served? **370,000 schoolchildren in primary schools with their teachers**

Number of schoolchildren in the country? **1.7 million schoolchildren in total**

What is served? **Most commonly it is soup with fresh bread.**

Challenges:

- The HGSP is in planning stage currently in the country. Pilots are being planned and implemented.
- There is no national budget dedicated for this activity.

- There is the challenge and limitations of production that makes it more complicated to implement HGSP activities.

Innovations:

- The Government is interested in launching school farming of chicken and rabbits to complement school meals with locally produced meat and eggs.
- The program will pilot primary processing of locally produced fruits at schools.
- The schools will cooperate with other local NGOs and communities to produce new types of food that are rich in nutrients and efficient in terms of production.



Canada—Breakfast Club

Program? **Yes, although it depends on the school and there is no overarching federal school meal program.**

Number of schoolchildren covered? **Within our organization, we serve over 165,000 children daily.**

Number of schoolchildren in the country? **Over 5,000,000**

What is served? **Breakfast Club of Canada serves a variety of hot and cold meals, depending on the school. We ensure that all children receive at least 3 of the main food groups, with an emphasis on servings of fresh fruits, vegetables, and dairy.**

Challenges:

- Food security varies greatly across the vast geography of Canada, with more remote and Northern communities paying as much as 400% more for food than urban communities. Transportation challenges to these communities also mean that the delivery of healthy foods—fresh fruits and vegetables, dairy, refrigerated products—can be prohibitively expensive, making offering healthy meals difficult and expensive.
- Within Canada's constitution, Education is the responsibility of provincial governments. This causes challenges to developing a Federal, nation-wide approach to promoting food security.

- Because of the size of Canada, moving food from one location to another can be daunting. Food procurement agreements secured in one location may not benefit another location if the food cannot be transported there.

Innovations:

- There is a great amount of support and engagement from the private sector in Breakfast Club of Canada's programs. We are able to raise over 90% of our support from the private sector, which allows a long-term opportunity for planning and budgeting.
- There is a great desire from our local partners to improve food sovereignty—the ability for communities to grow their own food—in service of their breakfast programs. We have partnered with a variety of organizations to promote school gardens and greenhouses, which not only teach children about growing food, but also supplement the foods used by the school meal programs.
- We have great partners who work in food recovery and we are able to ensure that food from grocery stores is able to be redirected to our school programs. This helps build connections within communities, get healthy food to our schools, and avoid food waste.



Laos

Program? **Yes**

Number of schoolchildren served? **Gov: 310,000**

Number of schoolchildren in the country? **827,987 primary school children**

Challenges:

- Financial constraints for taking over school meals from other actors (WFP, CRS), and for further expansion;
- Building ownership of communities to assume increased responsibility for school meals leading to for example for increased community contributions;
- Inadequate access to water and sanitation in communities and schools.

Innovations:

- Transition strategy for taking over school meals from other actors (WFP, CRS)
- Initial dialogues about measuring community strength to determine a package of assistance that can enable community contributions, ownership and implementation
- Integration of nutrition and school agriculture (school gardens, livestock, green houses etc.) into the primary curriculum and teaching material
- All primary and lower secondary schools to establish school gardens/ school agriculture.



XVIII GLOBAL CHILD NUTRITION FORUM YEREVAN 2016

EXECUTIVE SUMMARY

Communiqué:

THE XVIII GLOBAL CHILD NUTRITION FORUM

Building powerful and durable national school meal programmes

Yerevan, Armenia, September 5 to 9 2016

The Eighteenth Forum is organised by the Global Child Nutrition Foundation in partnership with the WFP Centre of Excellence against Hunger, the Government of the Republic of Armenia and with the support from the World Food Programme Armenia Country Office and the Social and Industrial Foodservice Institute (SIFI), and other partners, including experts from governments, private sector, media and other organisations.

The Global Child Nutrition Forum (GCNF) brought together 247 participants (110 women) from 45 countries, including 13 ministers and vice-ministers.

GCNF is a platform for leveraging effective change in the development of home-grown school meal programmes. The increasing engagement of governments is reflected in the declaration of March 3rd as the International School Meals day, the development of regional and global networks such as the Latin American School Feeding Network, the African Network and the first South Asian meeting on school feeding. The forum acknowledges the importance of the endorsement of home grown school feeding by the Heads of State of the African Union at the January 2016 Summit in Addis Ababa, Ethiopia, the declaration of March 1st as the African School Feeding Day.

The present Communiqué recalls the recommendations of the XVII Forum as follows:

- Nutritious school meal programmes are a long term investment with strong economic, social and educational returns;
- Regional and global networks on home grown school meals are effective platforms for sharing best practices and lessons learned.

“Building powerful and durable national school meal programmes” constitutes an important means to address the fundamental rights to food and education.

The Forum acknowledges the adoption of the Sustainable Development Goals (SDGs) and the need for inter-sectoral efforts to achieve them.



The Forum recognizes that:

1. Strong political will is a prerequisite for integrated and sustainable Home Grown School Meal programmes;
2. There is a need for the development of clear policy and legal frameworks to guide long-term implementation of Home Grown School Meal programmes;
3. Sustainable funding is key to efficient and effective implementation, supported by clearly articulated resource allocation mechanisms and targets. Long-term investment in Home Grown School Meals leads to multi-faceted benefits in terms of health, education, social and economic development, among others.
4. Adequate institutional capacity is required at all levels for effective delivery of Home Grown School Meal programmes;
5. Continuous advocacy and sensitization about Home Grown School Meal programmes should be pursued at regional and global levels;
6. There is a need for government-led multi-sectoral coordination platforms, with clearly defined roles and responsibilities which support active participation of all relevant stakeholders such as: schools, communities, civil society, private sector, NGOs, development partners, academic and research institutions, media, regional and global cooperation platforms;
7. Well-designed Home Grown School Meal programmes should be integrated in social protection systems with the implementation of the essential package interventions¹ and taking in consideration food safety, agriculture, local and regional procurement, post-harvest handling and integrated monitoring and evaluation systems, as appropriate and relevant in each country's context;
8. The development of appropriate, country-specific oversight mechanisms with community engagement contributes to optimal achievement in the implementation of Home Grown School Meal programmes.
9. A range of stakeholders from the private sector, development partners, NGOs are contributing technically and financially to the successful implementation of Home Grown School Meal programmes around the world.



The Forum recommends that:

1. Governments should develop clear legal and policy frameworks to guide long-term implementation of Home Grown School Meal programmes;
2. Home Grown School Meals should be pursued as priority programmes by governments, ensuring adequate ring-fenced budget allocation as appropriate for the country context and based on studies and analyses;
3. Governments should create an enabling environment and market linkages for sourcing ingredients from local producers to promote local economies. Local procurement mechanisms should be based on a thorough analysis of gender and age gaps and special vulnerabilities, ensuring equitable access for women, youth and other vulnerable groups;
4. Governments should actively coordinate all stakeholders as elaborated in point six of the considerations above;
5. Governments should establish innovative funding mechanisms as appropriate, coordinate development partners, private sector and other stakeholders, utilizing tools, for example an integrated fund tracking system;
6. Governments should pursue evidence-based approaches to improve the design and implementation of school meal programmes and promote the development of results frameworks;
7. Governments should encourage and strengthen international cooperation for Home Grown School Meal programmes through global and regional organisations;
8. The participating countries should translate the recommendations of this communique into action plans, as appropriate and relevant in their respective country contexts, and report on their progress in next year's Forum.

¹ The Essential Package includes: Basic education, Food for Education, Promotion of girls' education, Potable water and sanitary latrines, Health, nutrition and hygiene education, Systematic deworming, Micronutrient supplementation, HIV and AIDS education, Psychosocial support, Malaria prevention, School gardens, Improved stoves. See <http://www.un.org/esa/socdev/poverty/PovertyForum/Documents/The%20Essential%20Package.pdf>

Appendix I: Participants

Listed by country; countries in alphabetical order:

Manuel Januario Mucuho, Country Director, Joint Aid Management International, Angola

Araksya Adamyan, Finance Officer, WFP, Armenia

Laura Avagyan, Business Support Assistant, UN WFP, Armenia

Anna Avetisyan, Administrative Assistant, WFP Armenia, Armenia

Elmira Bakhshinyan, Policy Programme Officer, WFP Armenia, Armenia

Bradley Busetto, UN Resident Coordinator, UN WFP, Armenia

Grigori Grigoryants, Programme Policy Officer, WFP Armenia, Armenia

Vanja Karanovic, WFP Programme Policy Officer, WFP Armenia, Armenia

Ani Kazarian, project coordinator, Social and Industrial Foodservice Institute, Armenia

Marianna Kocharyan, Administrative assistant, FAO Representation in Armenia, Armenia

Pascale Micheau, WFP Representative and Country Director, WFP Armenia, Armenia

Astghik Minasyan, Head of Social Assistance Department, Ministry of Labour and Social Affairs of Republic of Armenia, Armenia

Luca Molinas, Head of Programme, WFP Armenia, Armenia

Gayane Nasoyan, Assistant FAO Representative in Armenia, FAO Representative Office in Armenia, Armenia

Nune Pashayan, Head of children health care Division of, Ministry of Health of the Republic of Armenia, Armenia

Liana Sahakyan, Director, SOSE Women's Issues NGO, Armenia

Eduard Shirinyan, Programme Policy Officer, WFP Armenia, Armenia

Shahida Akther, Programme Officer, World Food Programme (WFP), Bangladesh

Ram Chandra Das, Project Director, School Feeding Program, Directorate of Primary Education, Bangladesh

Muhammad Abdul Mannan, State Minister, Ministry of Finance and Ministry of Planning (MoFP), Bangladesh

Mostafizur Rahman, Minister, Ministry of Primary and Mass Education (MoPME), Bangladesh

Gias Uddin Ahmed, Additional Secretary, Ministry of Primary and Mass Education, Bangladesh

Salimane Karimou, Minister, Minister of Maternal and Primary Education, Benin

Julienne Zime Yerima, School Feeding Focal Point, Minister of Maternal and Primary Education, Benin

Karma Jamtsho, Chief Planning Officer, Gross National Happiness Commission Secretariat, Bhutan

Piet Vochten, Head of Office, World Food Programme, Bhutan

Karma Yeshey, Secretary, Ministry of Education, Bhutan

Letícia Araújo Lopes, Project Analyst, Brazilian Agency of Cooperation (ABC), Brazil

Daniel Balaban, Director, WFP Centre of Excellence, Brazil

Christiani Buani, Head of Programme, WFP Centre of Excellence against Hunger, Brazil

Joao Paulo Cavalcante, Technical Analyst, WFP Centre Of Excellence, Brazil

Sharon de Freitas, Programme Officer, WFP, Brazil

Melissa Elizabeth Pomeroy, Consultant, Articulação Sul, Brazil

Isadora Ferreira, Communications Officer, WFP Centre of Excellence, Brazil

Nadia Goodman, International Consultant, WFP Centre of Excellence, Brazil

Vinicius Limongi, Programme, WFP Centre of Excellence against Hunger, Brazil

Elisa Machado Camarote, Consultant, Articulação Sul, Brazil

Mariana Machado Rocha, Director's Assistant, WFP Centre of Excellence against Hunger, Brazil

Daniel Melo, Technical expert in Social policy and Sc, WFP Centre of Excellence against Hunger, Brazil

Thiago Resende Xavier, Programme Policy Officer, World Food Programme, Brazil

Karine Silva dos Santos, Coordinator, Ministry of Education, Brazil

Maria Sinede dos Santos, Coordinator, FNDE, Brazil

Laura Trejber Waisbich, Consultant, Articulação Sul, Brazil

José Fernando Uchôa Costa Neto, Director, Ministry of Education, Brazil

Jean-Martin Coulibaly, State Minister, Ministry of National Education and Alphabetization, Burkina Faso

Jean-Charles Dei, Country Director, World Food Programme, Burkina Faso

Rigobert Zongo, Director, SFFP Govt WFP, Burkina Faso

Liliane Bigayimpunzi, Programme Policy Officer, World Food Programme, Burundi

Liboire Bigirimana, Permanent Secretary, Ministry of Education, Higher Education and Scientific Resea, Burundi

Nicole Jacquet, Deputy Country Director, World Food Programme, Burundi

Janvière Ndirahisha, State Minister, Ministry of Education, Higher Education and Scientific Resea, Burundi

Ndi Bernard Ankiambom Timti, Country Director, Nascent Solutions Inc, Cameroon

Alice Martin-Daihirou, Senior Advisor, Global Child Nutrition Foundation, Cameroon

Mokube Mathias Itoe, Senior Executive Officer, Ministry of Finance, Cameroon

Alice Monthe, School Feeding Focal Point, Ministry of Education, Cameroon

Yakouba Yaya, Consultant, Nascent solutions Inc, Cameroon

Marie-Claude Bienvenue, Executive Director, Breakfast Club Canada, Canada

Josee Desjardins, Senior Director, Operations and Developm, Breakfast Club of Canada, Canada

Taylor Quinn, Emerging Markets Platform Lead, Liberia, Hampton Creek, Canada

Robin Ryan, Program Advisor, Breakfast Club of Canada, Canada

Felisberto Moreira, Director, FICASE, Cape Verde

Honoré Feizoure, Ministre de l'Agriculture, Ministère de l'agriculture, Central African Republic

Felix Bona Fogah Gomez, Country Director, UN World Food Program, Central African Republic

Marie-Noëlle Koyara, Ministre d'Etat, Présidence de la République, Central African Republic

Ali Abdoulaye Haggat, Directeur, Ministère de l'éducation Nationale/Gouvernement, Chad

Christine Nepanepa Kabala, Directrice services, Ministère de l'éducation, Ministère de l'éducation, Democratic Republic of the Congo

Fidèle Nzabandora, School Feeding Focal Point, World Food Programme, Democratic Republic of the Congo

Esperance Ntezukobagira, Programme policy officer, United Nations World Food Programme, Djibouti

Dipayan Bhattacharyya, Regional Programme Advisor, World Food Programme, Egypt

Verena Damerau, Regional Programme Policy Officer, Social, United Nations World Food Programme, Egypt

Bereket Akele, National School Feeding Programme Adviser, Ministry of Education in Ethiopia, Ethiopia

Claudette Chancelle Marie-paule Bilampas, Special Assistant, Department of Human Resources, Science and Technology (HRST), Ethiopia

Martial De-Paul Ikounga, Commissioner, Department of Human Resources, Science and Technology (HRST), Ethiopia

Ato Mesfin Haile, Senior expert of school feeding programme, Ministry of Education, Ethiopia

Wanja Kaaria, Deputy Director, WFP Africa Office, Addis, World Food Programme, Ethiopia

Thomas Yanga, Director, WFP Liaison Office to AU, UN World Food Programme, Ethiopia

Ato Yasabu Birkneh, Director for school improvement and school, Ministry of Education, Ethiopia

Juldeh Ceesay, Deputy Permanent Secretary, Ministry of Finance, Gambia

Angela Cespedes, Country Director, WFP, Gambia

Isatou Cham, Programme, Policy Officer, World Food Programme, Gambia

Ebrima Sisawo, Deputy Permanent Secretary, Government, Gambia

Daniel Mumuni, Consultant Advisor for Africa, Global Child Nutrition Foundation, Ghana

Hugo Lopez, Minister of Education, Ministry of Education, Guatemala

Mario Domingo Morales, Director for the Strengthening of Education, Ministry of Education, Guatemala

Mario Touchette, Country Director, World Food Programme, Guatemala

Sandji Fati Fati, Ministro, Ministério da Educação, Ensino Superior e Investigação Científica, Guinea-Bissau

Kiyomi Kawaguchi, Representative & Country Director, WFP, Guinea-Bissau

Bernardete Lopes Correia, Diretora Geral de Assuntos Sociais e Can, Ministério da Educação Nacional, Ensino Superior e Investigação Científica, Guinea-Bissau

Bernardete Lopes Correia, School Feeding Focal Point, Ministry of Education, Guinea-Bissau

Domingos Malú, State Minister, Ministry of Health, Guinea-Bissau

Eleonora Dupouy, Food Safety and Consumer Protection Officer, Food and Agriculture Organization of the United Nations, FAO, Hungary

Boitshepo Bibi Giyose, Senior Officer—Nutrition Policy, FAO, Italy

Svetlana Livinets, Programme Development Consultant, Food and Agriculture Organization of the UN, Italy

Isabelle Mballa, Chief, Food Quality & Safety Unit WFP, WFP, Italy

Andrea Polo Galante, FAO Nutrition Consultant, FAO, Italy

Ahmed Raza, Nutrition and Food Systems Officer, FAO of the UN, Italy

Giacomo Re, HGSM Programme Officer- Programme and Policy, World Food Programme, Italy

Mauricio Rosales Mendez, Coordinator of the Global FSN Forum, Food and Agriculture Organization of the UN, Italy

David Ryckembusch, Senior Programme Policy Adviser, WFP, Italy

Stanlake Samkange, Director, Policy and Programme Division, World Food Programme, Italy

Carlo Scaramella, Deputy Regional Director, UN World Food Programme, Italy

Khawla Abualhaija, Director of Education, Ministry of Education, Jordan

Amina Asfour, School Feeding Focal person, WFP, Jordan

Mohammad Ismail, Programme Officer, UN World Food Programme, Jordan

Mohammad Thneibat, Deputy Prime Minister & Minister of Education, Prime Ministry and Ministry of Education, Jordan

Habat Abdi Habat Abdullahi, Director of Basic Education, Ministry, Kenya

Faith Awino, Programme Policy Officer, World Food Programme, Kenya

Paul Mwongera, National School Meals Coordinator, Coordinator, Kenya

Charles Njeru, Programme Policy Officer, World Food Programme, Kenya

Saida Abdrazakova, Programme Associate, World Food Programme in the Kyrgyz Republic, Kyrgyzstan

Salmarbek Asanov, Deputy head of financial department, Ministry of Education and Science of the Kyrgyz Republic, Kyrgyzstan

Toktobubu Ashymbaeva, Deputy minister of Education and Science, Ministry of Education and Science of the Kyrgyz Republic, Kyrgyzstan

Anarkul Bekkulieva, Senior specialist of Food Security and F, Ministry of Agriculture, Food Processing and Melioration, Kyrgyzstan

Emilbek Busurmankulov, Deputy head of inspectorial work and local, Government Apparatus of the Kyrgyz Republic, Kyrgyzstan

Zotobek Kydyraliev, Senior finance consultant, Parliament of the Kyrgyz Republic, Kyrgyzstan

Nazgul Musaeva, Senior specialist of school, pre-school, Ministry of Education and Science of the Kyrgyz Republic, Kyrgyzstan

Altynbu Uraimova, Head of sanitary control department, Ministry of Health of the Kyrgyz Republic, Kyrgyzstan

Asylbek Ysakov, Head of the Food Quality and Food Safety, Ministry of Agriculture, Food Processing and Melioration, Kyrgyzstan

Lytou Bouapao, Deputy Minister, Ministry of Education and Sports, Laos

Yangxia Lee, Deputy Director, Ministry of Education and Sports, Laos

XVIII GLOBAL CHILD NUTRITION FORUM YEREVAN 2016

EXECUTIVE SUMMARY

Nanna Skau, Head of Programme, WFP, Laos

Soha Moussa, Programme Policy Officer (School Feeding, World Food Programme, Lebanon

Ratsiu Majara, Chief Education Officer—Secondary, Ministry of Education, Lesotho

Arduino Mangoni Di Santo Stefano, Deputy Country Director, World Food Programme (WFP), Lesotho

Napo Emmanuel Ntlou, National Programme officer, World Food Programme (WFP), Lesotho

Mahali Agnes Phamotse, Minister of Education, Ministry of Education, Lesotho

Tawfiq Agoumi, Communications Director, Tetra Pak, Morocco

Mohammed Frirah, Chef de Division—Direction de l'appui, Ministry of Education, Morocco

Raul Meneses Chambote, Programme Policy Officer, World Food Programme, Mozambique

Arinda Chaquisse, School Feeding Focal Point, DNUSE, Mozambique

Inacio Tiago Nhancale, Ministry of Agriculture, Mozambique Government, Mozambique

Elvis Odeke, Coordinator—School Feeding Programme, UN World Food Programme, Namibia

Lava Deo Awasthi, Joint Secretary, Ministry of Education, Nepal

Khagaraj Baral, Director General, Department of Education, Nepal

Hari Prasad Bashyal, Joint Secretary, Ministry of Education, Nepal

Bishnu Bahadur Dware, Programme Director, Food for Education Project, Ministry of Education, Nepal

Mamta Gurung Nyangmi, Head of Education Support, WFP, Nepal

Dilli Ram Rimal, Joint Secretary, Ministry of Education, Nepal

Manoj Sah, School Meals Programme Associate, WFP, Nepal

Laouali Abdo, Coordinator, Departement of School Feeding, Niger

Maman Nafiou Issiaka, Program Officer Education, World Food Program, Niger

Mansour Elh Amani M. Laouali, Student, Turgut Ozal university, Niger

Daouda Mamadou Marthe, State Minister, Ministry of Primary Education, Alphabetization, National Lan, Niger

Mary Penny, Director and Senior Researcher, Instituto de Investigación Nutricional, Peru

Rafal Zbikowski, Marketing Development Manager CEE, DSM Nutritional Products Europe LTD, Poland

Claude Yannick Balou, Attaché de Cabinet, Ministère de l'Enseignement Primaire, Secondaire et de l'Alp, Republic of the Congo

Anatole Collinet Makosso, Ministre, Ministère de l'Enseignement Primaire, Secondaire et de l'Alp, Republic of the Congo

Corneille Oko, Programme Officer, WFP, Republic of the Congo

Ngouala Pierre, Directeur Général de l'Enseignement de B, Ministère de l'Enseignement Primaire, Secondaire et de l'Alp, Republic of the Congo

Aleksandr Balakin, Press secretary, Social and industrial Foodservice Institute, Russia

Elena Bolotnikova, Director on International Cooperation, Social and Industrial Foodservice Institute, Russia

Vladimir Chernigov, President, Social and Industrial Foodservice Institute, Russia

Daria Gorbacheva, Specialist on international cooperation, Social and Industrial Foodservice Institute, Russia

Igor Kharkov, Technologist of Foodservice industry, Social and Industrial Foodservice Institute, Russia

Tatiana Simakova, Counselor, Ministry of Finance of the Russian Federation, Russia

Karina Siryachenko, Specialist on international cooperation, Social and Industrial Foodservice Institute, Russia

Victoria Smirnova, Project manager, SIFI, Russia

Anna Valkova, Deputy Director, Ministry of Finance of the Russian Federation, Russia

Alexandra Vyatich, Event Manager, Social and Industrial Foodservice Institute, Russia

Anastasiya Zhilova, Leading Counselor, Ministry of Finance of the Russian Federation, Russia

Oksana Zotova, project manager, Social and Industrial Foodservice Institute, Russia

Diogenes Cravid Pires Dos Santos, Programme Policy Officer, WFP (World Food Programme), Sao Tome and Principe

Edson Sanches Fernandes Moniz, National Coordinator of PNASE, Ministry of Education, Science and Culture—PNASE (National, Sao Tome and Principe

Guy Mesmin Adoua Oyila, Country Director, World Food Programme, Senegal

Assane Bouna Niang, Economist, Ministry of Economy, Senegal

Abdoulaye Faye, Programme Officer, WFP, Senegal

Abdoulaye Toure, Director, DCaS, Senegal

Desire Yameogo, Country Representative, Counterpart International Inc, Senegal

Mohamed Gibril Kamara, Ministry of Education, Sierra Leone Government, Sierra Leone

Sylvester John Meheux, Ministry of Education, Sierra Leone Government, Sierra Leone

Eugene Absolom, Director, Tiger Brands Foundation, South Africa

Katharina Bollig, Research Fellow, Economic Policy Research Policy, South Africa

Leigh Hildyard, Programme and Policy officer, World Food programme, South Africa

Nard Huijbregts, Social Policy Advisor, Economic Policy Research Institute, South Africa

Patrick Munyasia Kapukha, VP Operations, Joint Aid Management International, South Africa

Franco Naira, Research Fellow, UNO, South Africa

Angela Janice Stankovic, Chief Operating Officer, Joint Aid Management International, South Africa

Premathilake Hemantha Udayakumara, Additional Secretary, Ministry of Education, Sri Lanka

Kanapathipillai Mahesan, Additional Secretary, Ministry of National Policies and Economic Affairs, Sri Lanka

Musthafa Nihmath, School Feeding Focalpoint, World Food programme, Sri Lanka

Laxman Siyambalagoda, Additional Secretary, Ministry of Health, Nutrition and Indigenous Medicine, Sri Lanka

Phineas Magagula, Minister, Ministry of Education and Training, Swaziland

Alberto Correia Mendes, Representative and Country Director, World Food Programme, Swaziland

Ptraick Muir, Principal Secretary, Ministry of Education and Training, Swaziland

Rafael Fabrega, Director, Tetra Laval Food for Development, Sweden

Carolina von Schantz, Communication Manager, Tetra Laval Food for Development, Sweden

Yaser Ali, Programme Assistant, World Food Programme, Syria

Rizwan Hazoor Bajwa, Program and Policy Officer, UN World Food Program, Syria

Andrea Berardo, Head of Programme, World Food Programme, Tajikistan

Emma Khachatryan, Programme Officer, WFP Tajikistan, Tajikistan

Paolo Mattei, Representative, WFP, Tajikistan

Gulsifat Yasakieva, Deputy of Head of the Finance and Account, Ministry of Agriculture of Republic of Tajikistan, Tajikistan

Katrien Ghoois, Sr. Regional Nutrition Advisor, World Food Programme, Thailand

Yawavi Bouty Abalo Épse Agboka, Coordonnatrice, Secrétariat Technique du PDCplus, Togo

Kwami Ayité Adedje, Point focal alimentation scolaire, MoE, Togo

Toure Aftar Morou, Economiste, Point Focal Secteur Sociaux, Ministère de l'économie et de Finances, Togo

Komlavi Pierre Agbekponou, Coordonnateur Adjoint, Projet de Développement Communautaire et des Filets Sociaux, Togo

Wanata Agbisso, Director, Ministry of Grassroots Development, Togo

Beriname Badjare, Programme Officer, WFP TOGO, TOGO

Mathias K. A. Adedje, School feeding focal point, Ministry of primary, secondary and vocational training, Togo

Hatem Ben Salem, Director General, ITES—Tunisian Institute for Strategic Studies, Tunisia

Moez Boubaker, Chef de Cabinet, Ministère de l'éducation, Tunisia

Magid Chaabane, Head of Programme, World Food Programme, Tunisia

Agustin Depetris, Programme Officer, WFP, Tunisia

Maria Lukyanova, Head of WFP Country Office, WFP, Tunisia

Bouzid Nsiri, Directeur Général de la Planification, Ministère de l'éducation, Tunisia

Radhia Tayaa, Directrice Générale—Office des œuvres, Ministry of Education, Tunisia

Laura Byaruhanga, Community Nutritionist, Iowa State University-Uganda Program, Uganda

Mada Alsuwaidi, Senior Country Program Officer, Dubai Cares, United Arab Emirates

Abdelkrim Skender Hacine, PR Manager, Dubai Cares, United Arab Emirates

Lesley Drake, Executive Director, Imperial College London, United Kingdom

Alex Keay, Head of Programmes Policy, Research and, Mary's Meals, United Kingdom

Jessica Owens, Social Protection and Nutrition Consulta, FAO, United Kingdom

Paul Alberghine, International Program Specialist, United States Department of Agriculture FAS, United States

Lillian Baer, Board Member, The Grandmother Project, United States

Siobhan Canty, Consultant, Global Child Nutrition Foundation, United States

Lindsay Carter, McGovern-Dole International Food For Edu, U.S. Department of Agriculture—Foreign Agricultural Service, United States

Ertharin Cousin, Executive Director, WFP, United States

Krysta Harden, Vice President Public Policy & Chief Sus, DuPont Co., United States

Nicole Ilic, Nutrition Research & Policy Manager, Edesia Nutrition, United States

Joseph John McHugh, WFP Officer, WFP, United States

Maria Kasparian, Executive Director, Edesia Nutrition, United States

Cynthia Long, Director, Child Nutrition Programs, FNS, USDA, United States

Dorothy Masinde, Lecturer, Iowa State University, United States

Will McMahan, Program & Operations Officer, Global Child Nutrition Foundation, United States

Arlene Mitchell, Executive Director, Global Child Nutrition Foundation, United States

Molly Pieri, Volunteer, Peace Corps, United States

Andy Tembon, School Health, World Bank, United States

Janey Thornton, GCNF Board of Directors, Global Child Nutrition Foundation, United States

Gene White, President, Global Child Nutrition Foundation, United States

Yibo Wood, Senior Advisor for Nutrition, FNS, USDA, United States

Simmy Chapula, Director of Planning, Ministry of Community Development and Social Welfare, Zambia

Davy Chikamata, Permanent Secretary, Ministry of Community Development and Social Welfare, Zambia

Henry Chileshe Tukombe, Permanent Secretary, Ministry of General Education, Zambia

Edna Kalaluka, Programme Officer, United Nations World Food Programme, Zambia

Marisa Mushota, Senior Social Welfare Officer, Ministry of Community Development and Social Welfare, Zambia

Joseph Nthele, Acting Director—Planning and Informati, Ministry of General Education, Zambia

Tsungai Chibwe, Programme Policy Officer, World Food Programme, Zimbabwe

Lazarus D. Dokora, State Minister, Primary and Secondary Education, Zimbabwe

Lawrence Mkwala, Research and Evaluation Officer, Primary and Secondary Education, Zimbabwe

Tasiana Nyadzayo, Nutrition Manager, Ministry of Health and Child Care, Zimbabwe

Samuel Eddie Rowe, Country Representative And Director, World Food Programme, Zimbabwe

Appendix II: Report on Participation Evaluations

This report compiles the survey results and relevant comments provided by the participants of the 2016 Forum. Of the 247 participants, 102 people from 36 different countries from Africa, Asia, North and South America, and Europe responded to the survey.

THE BEST EVALUATED TOPICS WERE:

- School Visits: 73% excellent, 92% good and excellent
 - *Comment: "Generally, the school visits opened up other experiences and I was quite satisfied with the commitment of the parents and a passion of the school staff/admin regarding school feeding. The visit enabled us to enjoy the hospitality of the Armenian people."*
- Food service and coffee breaks: 61% excellent, 89% good and excellent
- Hotels rating: 58% excellent, 89% good and excellent
- The Armenian School Meals Programme presentation: 42% excellent, 91% good and excellent
- GCNF's Agenda execution: 37% excellent, 88% good and excellent
 - *Comment: "The Forum was well organized and provided participants with a good opportunity for networking."*
- Monday's afternoon opening ceremony: 35% excellent, 80% good and excellent
 - *Comment: "The opening session was well organized with high level speakers and good quality information."*
- Advocacy: 30% excellent, 81% good and excellent
 - *Comment: "More technical booths and workshops such as the 'supply chain' and 'advocacy' sessions."*
- Stakeholder mapping: assessing stakeholder relations to build your program's strength and durability: 28% excellent, 75% good and excellent
- Plenary Panel 2: Comprehensive Resource Framework for HGPF: 27% excellent, 77% good and excellent
 - *Comment: "Useful tool for convincing ministries to allocate money into HGPF."*
- Presentation of Draft Communiqué: 27% excellent, 75% good and excellent



ADDITIONAL RELEVANT COMMENTS WERE:

- Q&A Session with Dr. Martial de-Paul Ikounga, African Union Commissioner for Human Resources, Science and Technology: "The session was very convincing in order to engage with African Union."
- Country Roundtable Discussions: "Important and useful tool for a durable program. The best part of the Forum is networking with/in countries/delegates."
- New Resources for School Feeding: "Useful reference documents available to all."



Appendix III: Stakeholder Mapping Worksheet

The following worksheet was provided to participants of the Stakeholder Mapping Workshop with GCNF Executive Director, Arlene Mitchell. This worksheet helps guide school meal supporters to identify potential and current stakeholders in a school feeding program.

STAKEHOLDER GROUP (national or international):	We know who is in this group? Yes/No	We know where they are? Yes/No	We understand their priorities and issues? Yes/No	Is their support to our SF program of... Very High, High, Medium, or Little importance?	Strength of their current support? Very High, High, Medium, Low	What is your relationship with them? Very good, good, OK, poor very poor, non-existent
	(No=work to do)	(No=work to do)	(No=work to do)	(Very High, High, Medium=work to do, to maintain or increase support)	(All require work IF rated Very high, High, or Medium in previous column)	(All require work IF rated Very high, High, or Medium in previous column)

STAKEHOLDER	Value HGSM offers/could offer to this stakeholder	Can this value be quantified? How? When?	Best time & way to communicate the value to the stakeholder?

Appendix IV: Costing Tool Worksheet

WORKSHOP—COST ASSESSMENT TOOL AND COST BENEFIT ANALYSIS FOR SCHOOL MEALS PROGRAMMES

Exercise – Quiz

Imagine that the Cost Assessment and Cost-Benefit Analysis tools will be used to assess a School Meals Program in your country or if it was already, please answer/comment:

1. Do you think these tools would have a positive impact on government decision? Why?
2. How would the results of those studies be useful for your government/organization?
3. Who would be the best department/ministry to lead the Cost Assessment and the Investment Case in your country?
4. Which challenges do you foresee in data collection? Which data is more accessible in your country? Which are not?
5. How would you overcome these challenges and what could be done to improve data quality?
6. In your perception, what are the advantages of working with national institutions when conducting this kind of studies? Are there national research institutions who could be responsible for conducting the exercises?
7. Which aspects should these tools cover that are not yet covered?



Appendix V: Supply Chain Partnerships Worksheet

SUPPLY CHAIN PARTNERSHIPS: WORKSHEET 2

These are some of the **models** of how businesses can invest and work with governments in the furtherance of strong, durable school meals programs:

1. Long-term investments via corporation foundation and Corporate Social Responsibility (CSR) giving
 - a. Corporations with foundations or CSR programs are able to implement long-term investment in end-to-end school meals programs in line with the long-term objectives of national governments such as initiating a new meal service or assisting governments to expand the reach of their existing school meals programs
 - b. Long-term giving should have a minimum timeline of 3-years and a desired timeline of 5 to 10 years
 - c. At best, long-term giving should be designed with an agreed transition process to national take-over as part of exit plans and strategies
 - d. Addressing hunger and nutrition should form part of the corporation's foundation and strategic goals to ensure sustained commitment over time
 - e. Long-term investments work best in markets where the corporation has a strong presence and/or where the corporation intends to significantly scale its presence
 - f. Long-term investments work best where the corporation can leverage its own supply chain to reduce the cost of its school meals program operations
 - g. Long-term investments should independently track nutrition and health outcomes of their funded programs over time
2. Medium-term investments via corporation foundation and CSR giving
 - a. Investing side-by-side with governments to support the sustainability of government's existing school meals programs
 - b. e.g. through infrastructure development for school meals delivery at schools
 - c. Pilot integrated interventions to improve nutrition and health
 - d. Developing smallholder farmer's capacity to supply governments school meals projects
 - e. Developing processing capacity of those small and growing businesses in which the industry partner could invest or partner with in the future
3. Technical support and related in-kind assistance
 - a. On-going support (e.g. through scholarships) to invest in food science and nutrition expertise on the ground in developing countries
 - b. Sponsoring school meal implementers to get best-in-class regional and international trainings
 - c. Volunteer hours assigned to local food manufacturers to assist in new product design, product and packaging improvements, and industrial process improvements
4. Evidence Generation and Monitoring and Evaluation support
 - a. Lower cost, lighter touch models with opportunity for annual giving to be sustained
5. Fee for service models
 - a. Traditional models whereby industry continues to participate in government procurement channels, supplying imported or locally manufactured food products or in the case of wholesalers (imported and locally sourced foods) and other products such as micronutrient supplements and deworming pills
 - b. Industry can consider sustaining and growing these relationships by investing in purchasing planning that assists governments; providing access to more favorable credit terms; and assisting in reducing the cost of distribution for governments by leveraging on their supply chains e.g. transport, storage, price negotiation
6. Downstream investment in-country
 - a. Industry invests in commercial infrastructure in-country (processing plants, warehousing infrastructure, regional trade), which supports economic growth
 - b. Industry develops products for the local market and which are suitable for both school meals and commercial sales, thereby increasing sustainability of operations

Guidelines for success:

1. A clear policy framework is in place with guidelines for school meal programs implementation
2. Procurement rules and relationship management responsibilities must also be clear for both stakeholders
3. Industry should be encouraged to enter into MoUs (usually more acceptable to corporate legal) that clearly stipulate: timelines, roles, responsibilities, cash, and in-kind contributions and the management thereof
4. Investments need to be complementary i.e. addressing gaps such as infrastructure, adding in a snack or liquid product to an existing meal, delivering a complimentary meal such as breakfast, a holiday meal service, or food parcels to take home
5. Funding timelines need to be clear—i.e. how long can the industry partner commit to the cash and (or) in-kind assistance?
6. Commitment periods need to be long enough to be able to genuinely measure the nutrient and health outcomes of supported interventions
7. Having an independent monitoring & evaluation partner helps to bolster the verification and credibility of the reported results
8. Schools cannot be an afterthought—school readiness assessments (i.e. the state of infrastructure, the quality of current meals prepared, the level of commitment and engagement of the school administrators, access and security, and the selection of volunteers) are critical to the success of any supported school meals program

XVIII GLOBAL CHILD NUTRITION FORUM YEREVAN 2016
EXECUTIVE SUMMARY

2016 Forum Gallery



2016 Forum Gallery





P.O. Box 99435 | Seattle, WA 98139-0435 USA | +1.206.486.4479 | info@gcnf.org | www.gcnf.org



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